

BTEC Level 1/2 Tech Award in Art and Design Practice

First teaching September 2022

C2 Responding to a Brief



Sample Marked Learner Work

Issue 1 – November 2023

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You will need to refer to the BTEC Reformed Tech Award Art and Design Practice [specification](#) alongside these sample materials

Note:

The Pearson Set Task and the learner’s work used for this sample marked learner work are taken from the Legacy TA 2306 series.

You are reminded that you need to use the relevant Set Task for the series in which your learners have been entered.

Introduction

The following sample marked learner work has been prepared as guidance for centres and learners. It can be used as a helpful tool when teaching and preparing for external units.

The SMLW includes examples of real learners' work, accompanied with examiner tips and comments based on the responses of how learners performed.

Each task/activity will show the learner's response, followed by comments by the Lead Examiner. Tips may be offered where relevant.

The marking grids for each task/activity are also included for reference.

Pearson Set Task

The Pearson Set Task and the learner's work used for this sample marked learner work are taken from the Legacy TA 2306 series.

You are reminded that you need to use the relevant Set Task for the series in which your learners have been entered.

Please check the examination details below before entering your candidate information

Candidate surname		Other names	
Centre Number	Learner Registration Number		
<input type="text"/>	<input type="text"/>		

Pearson BTEC Level 1/Level 2 Tech Award

Window for supervised period:
Wednesday 25 January 2023 – Wednesday 10 May 2023

Supervised hours 20 hours **Paper reference** **21181L**

Art and Design Practice
Set Task: Responding to a Client Brief

You do not need any other materials.

Total Marks

Instructions

- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and the material must be issued only to learners who have been entered to undertake the task in the relevant series.
- This booklet must be kept securely until the start of the 12-week assessment period, timetabled by Pearson, when it will be given to learners for them to start their preparation for Activity 1.

Information

- The total mark for this paper is 60.

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Instructions to Teachers/Tutors

This booklet is specific to each series and this material must be issued only to learners who have been entered to take the task in the specified series. This booklet must be kept securely until the start of the 12-week supervised assessment period timetabled by Pearson. The set task must be completed during the 12-week assessment period timetabled by Pearson.

All activities must be completed in the order in which they appear in the booklet.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the *Instructions for Conducting External Assessments (ICEA)* document. This is to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Preparation time: It is recommended that learners spend approximately four hours in preparation for Activity 1, the project development. During this time, teachers/tutors should instruct learners to:

- compare the different client briefs and consider ideas for each brief
- make a list of materials and stages for preferred briefs
- investigate the client and relevant resources.

Activity 1: Project development – at least 8 hours of informal supervision over four consecutive weeks.

For Activity 1, learners may spend up to four weeks on project development. Learners must work independently. These sessions will be informally supervised. The informally supervised time can be in more than one session. This time should be spent on development that includes:

- exploring ideas, materials, techniques and processes
- reviewing progress
- recording development through images and annotation, and saving them for Activity 4.

During the project development period, learners **must not**:

- write the development review
- make their final response
- make pages for the client portfolio.

Teachers/tutors should note that:

- learners will have access to work from previous activities. However, as each activity is completed, work cannot be added to or updated
- teachers/tutors must informally supervise at least 8 hours of the work produced during the four weeks in order to authenticate that it is learners' own work
- the four weeks must be consecutive but will not include holidays
- all work must be completed by learners independently
- during informal supervision, teachers/tutors will be able to support learners with, for example, safety, working space, materials and equipment. However, teachers/tutors must not give feedback about work in progress or suggest how work might be improved or developed
- access to the internet during this informally supervised activity is permitted
- at the end of the informally supervised sessions, all materials produced by learners must be kept securely and no items removed by the learner.

Activity 2: Development review – 1 hour 30 minutes of formal supervision.

Learners must complete Activity 2 using the development review template provided.

Teachers/tutors should note that:

- learners will have access to work from Activity 1, however, as this activity is completed, work cannot be added to or updated
- all work must be completed independently by the learner
- teachers/tutors will be able to support learners with matters such as safety, working space, materials and equipment. However, teachers/tutors must not give feedback about work in progress or suggest how work might be improved or developed
- learners are not permitted access to the internet during this supervised activity
- at the end of the 1 hour 30 minutes, the individual learner's development review must be saved as a PDF and stored securely by the centre in a clearly labelled digital folder for submission
- a copy of this development review for Activities 3 and 4 must be given to learners, it cannot be added to or updated.

Activity 3: Final response – 8 hours of formal supervision.

Learners must spend a maximum of 8 hours under supervised conditions creating the final response.

This time should be spent on:

- making the final response
- recording the final response and the making of the final response, saving images for Activity 4.

During this activity, learners **must not** make pages for the client portfolio.

Teachers/tutors should note that:

- the 8 hours of formal supervision may take place over multiple sessions (a maximum of four sessions within a maximum of three consecutive weeks)
- learners will have access to work from previous activities, however, as each activity is completed, work cannot be added to or updated
- only permitted materials for the activities can be brought into the formally supervised sessions
- all work must be completed independently by the learner
- during formal supervision, teachers/tutors will be able to support learners with, for example, safety, working space, materials and equipment, however teachers must not give feedback about work in progress or suggest how work might be improved or developed
- learners are not permitted access to the internet during this supervised activity
- during any permitted break, and at the end of formal supervised sessions, all materials produced by learners must be kept securely and no items removed.

Activity 4: Client portfolio – 2 hours 30 minutes of formal supervision.

Learners should produce a six-to-eight-page A3 digital PDF portfolio, including 100–300 words of annotation. Annotation can be arranged in any way throughout the six-to-eight-page portfolio.

Teachers/tutors should note that:

- only permitted materials for the activities can be brought into the formally supervised sessions
- during each activity, learners will have access to work from previous activities, However, as each activity is completed, work cannot be added to or updated
- all work must be completed independently by the learner
- during formal supervision, teachers/tutors will be able to support learners with, for example, safety, working space, materials and equipment, however teachers/tutors must not give feedback about work in progress or suggest how work might be improved or developed
- learners are not permitted access to the internet during this supervised activity
- during any permitted break and at the end of formal supervised sessions, all materials produced by learners must be kept securely and no items removed
- at the end of the 2 hours 30 minutes, the portfolio must be saved as a PDF and stored securely by the centre in a clearly labelled digital folder in preparation for the final submission.

Outcomes for submission

- Two pieces of work must be submitted in a clearly labelled digital folder:
- **Activities 1, 3 and 4:** a six-to-eight-page A3 digital PDF portfolio, including 100–300 words of annotation.
- **Activity 2:** a completed development review saved as a PDF.
- An authentication sheet must be completed and submitted by each assessed learner.
- The teacher/tutor will confirm that all work was completed independently as part of the authentication submitted to Pearson.

Instructions for Learners

Read the set task, activities and client brief carefully.

You must plan your time and submit the required evidence at the end of the supervised periods. Your teacher/tutor will tell you the timing and conditions of the supervised periods.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task. You must work independently throughout the supervised assessment periods and must not share your work with other learners.

Preparation time: it is recommended that you spend approximately four hours in preparation for Activity 1, the project development. During the four hours of preparation time you should:

- read the whole paper
- compare the different client briefs and consider ideas for each
- make a list of materials and stages for preferred briefs
- investigate the client and relevant resources.

This booklet contains assessment activities as follows.

Activity 1: Project development

At least 8 hours of informal supervision over four consecutive weeks to:

- develop work for the client brief of choice
- record development and save images for Activity 4.

Activity 2: Development review

1 hour 30 minutes of formal supervision to:

- write a development review
- save the development review as a PDF.

Activity 3: Final response

8 hours of formal supervision to:

- make the final response
- record the making of the final response and the final response itself, saving images for Activity 4.

Activity 4: Client portfolio

2 hours 30 minutes of formal supervision to make the portfolio, including 100–300 words of Annotation.

Outcomes for submission

- Two pieces of work must be submitted in a clearly labelled digital folder:
 - **Activities 1, 3 and 4:** a six-to-eight-page A3 digital PDF portfolio, including 100–300 words of annotation
 - **Activity 2:** a completed development review saved as a PDF.
- An authentication sheet must be completed and submitted.

Client Brief

The community musical charity *Let's Make Music!* wants to celebrate music in all its forms. Music can have a positive impact on our mental health and can bring diverse groups of people together.

The charity would like to promote '**Make Music Day**' on June 21st and the musical events happening in local communities. It will need to promote the events through a range of products targeting an audience of young people aged 16–21.

Artists and designers are being asked to produce a portfolio of work and a development review.

The final response must:

- use images or language appropriate for the audience
- promote '**Make Music Day**'
- celebrate music in any form and the positive effect it can have.

Let's Make Music! requires designs for specific client briefs.

You must pick **one** of the following briefs to respond to:

- 2D or 3D artwork celebrating music to be displayed at a community music event
- A poster, video or animation to promote a community music event
- Stage set or backdrop for indoor or outdoor community music events
- A photographic campaign to run on social media
- A design or layout for a *Let's Make Music!* app or website
- Decorative textiles to promote '**Make Music Day**'
- Accessories, fashion or costume design to be worn at a celebratory community concert
- A promotional product to be used for marketing or display purposes

The following images have been provided by '*Let's Make Music!*' to help illustrate the theme and provide possible starting points. (Note: you do not need to include the images in your response to the client brief. You should base your response on your own investigation of '**Make Music Day**'.)



(Source: Pearson Asset Library)

Set Task

You must complete ALL activities in the set task.

Activity 1 – Project development

This activity must be completed within four weeks, under informal supervision.

For the project development you should:

- develop work, such as ideas generation, research, experiments, tests and refinement
- select and use appropriate materials and techniques for the brief
- review and manage the process, such as the progress, intentions, materials, techniques, client requirements.

You should also record the development and project management process through:

- images, photographs and annotation of key points in the development of work at different stages
- evidence of review and management such as annotation, diagram, images, charts, documents.

During this period of project development, you **must not**:

- write the development review
- make the final response
- make pages for the client portfolio.

You will be assessed on the:

- use of research and exploration
- review and refinement of work
- application of the development process.

(Total for Activity 1 = 18 marks)

Activity 2 – Development review

This activity must be completed in 1 hour 30 minutes of formal supervision.

You need to write your development review using the template provided.

You will be assessed on:

- your description of your ideas for the final response
- how you have used research and exploration to inform your ideas
- your consideration of the needs of the client.

Complete your development review and save your work as a PDF in a clearly labelled digital folder, in preparation for the final submission.

Development review

Write in the spaces provided. The spaces can be expanded for further writing.

Part 1: Describe your ideas for the final response.

(30 minutes approximately)

Blank writing area for Part 1.

Part 2: How have your ideas been supported by research and exploration?

(30 minutes approximately)

Blank writing area for Part 2.

Part 3: How will your final response meet the needs of the client?

(30 minutes approximately)

Blank writing area for Part 3.

(Total for Activity 2 = 12 marks)

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Activity 3 – Final response

This activity must be completed in 8 hours of formal supervision over multiple sessions.

During this time you must:

- make a final response that builds on your development work and development review
- record the making of the final response and the final response itself
- save the images for Activity 4.

To help you complete this task you will need access to:

- an uneditable copy of your development review
- all of your project development work from Activity 1.

During this period of project development, you **must not**:

- make pages for the client portfolio.

You will be assessed on:

- how the final response meets the context and the requirements of the brief
- the use of practical art and design skills to produce a final response
- your interpretation of the brief.

(Total for Activity 3 = 18 marks)

Activity 4 – Produce a portfolio for the client

This activity must be completed in 2 hours 30 minutes of formal supervision.

During this time, you must make a digital portfolio for the client that must be six to eight A3 pages, including 100–300 words of annotation, saved as a PDF.

The presentation of the portfolio should be appropriate for a client.

Your portfolio should include:

Five to six pages of Activity 1	Evidence and/or images of: <ul style="list-style-type: none">• research• exploration• review and refinement.
Two to three pages of Activity 3	Evidence and/or images of: <ul style="list-style-type: none">• final response in development• final response• qualities and details• different angles of 3D work (where applicable).
100–300 words of annotation	Annotation can be arranged in any way throughout the six-to-eight-page portfolio and can include: <ul style="list-style-type: none">• titles or headings• clarification of details in the work• comments on materials, techniques and processes• explanation of key decisions taken in the development process.

To help you complete this activity you will need access to:

- an uneditable copy of your development review
- all of your project development work, records and final response from Activities 1 and 3.

You will be assessed on the following:

- visual and written communication of intentions, development and final response
- presentation through the use of structure, layout, organisation and style.

You must submit a digital PDF portfolio of six to eight A3 pages, including 100–300 words of annotation.

(Total for Activity 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

BLANK PAGE

Acknowledgements

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- © Kathy deWitt/Alamy Stock Photo
- © Matthew Ashmore/Alamy Stock Photo
- © Pearson Asset Library
- © Pixel Memoirs/Alamy Stock PhotoBL

Sample Marked Learner Work

Learner 3 (Low Mark)

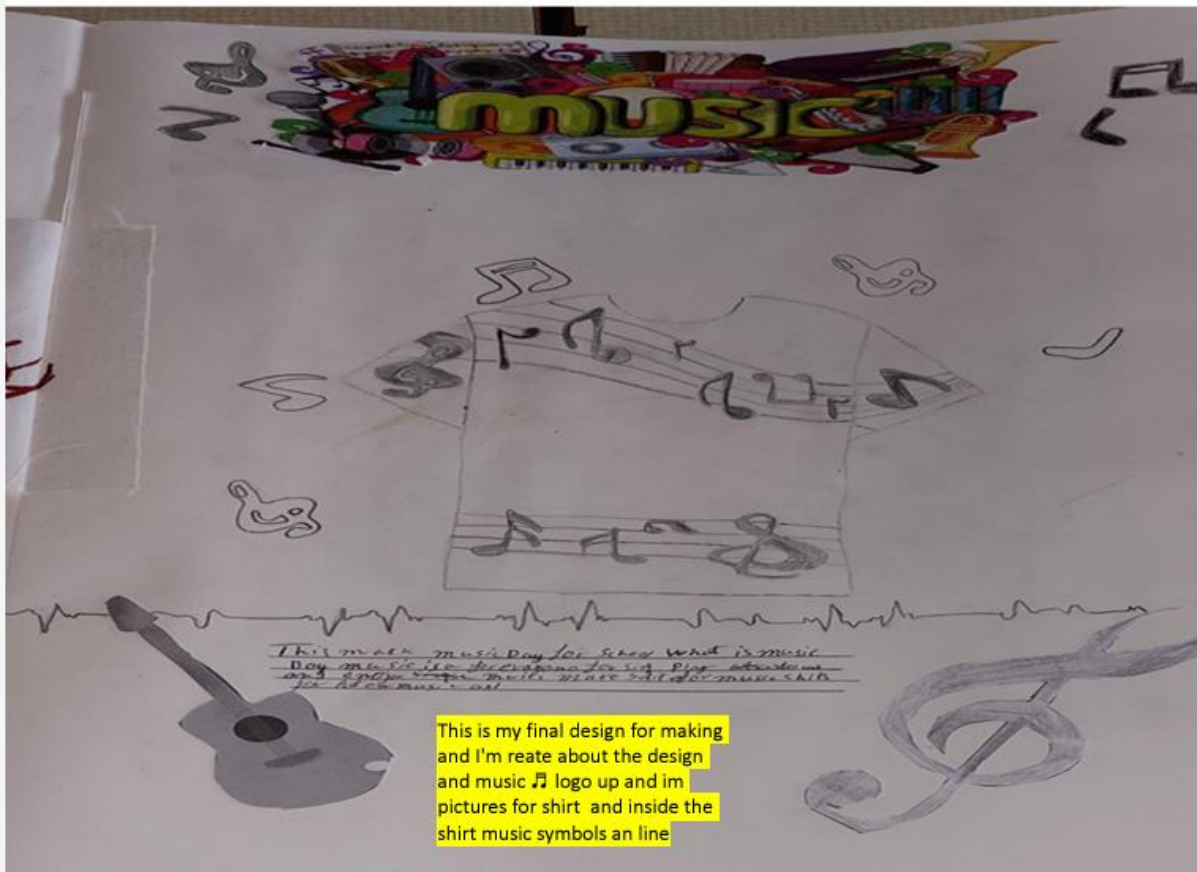
Total Marks Awarded: 5

General Comments:

This learner sits firmly in mark band 1. Research and practical experimentation are **limited**; the development review provides only a **limited** description of the learner's intentions and makes **limited** reference to the requirements of the client brief. The final response, in the form of a t-shirt design, is **underdeveloped** and demonstrates a very **limited** level of engagement in the creative process.

this is my research in the music day and making a design and put in the logo in shirt and now I'm research 3D work and after printing real shirt put music symbol top up in shirt and Downe in meadil Im making music day or happy music day and use couler pencil and water painte reate aboute the In bookelt and make put step by step or making a faineal report to my exam







This is music symbols I'm add in my final piece
backel in exam booklet thold make music day

Development review

Write in the spaces provided. The spaces can be expanded for further writing.

Part 1: Describe your ideas for the final response.

(30 minutes approximately)

what music day is a play music and singe Im making t shilt put on logo happy music day or wold music day Music Day is a connected set of free public events which takes place each year on the 21st June, our midsummer.

World Music Day is celebrated worldwide to honour the spirit of music and rejoice in it. The day is marked by an open event where different concerts are held for people to enjoy and for artists to perform and sing their hearts out.

Part 2: How have your ideas been supported by research and exploration?

(30 minutes approximately)

Im put logo on t shilt { semibreve } { minim } { crotchet } { quaver } A poster, video or animation to promote a community music event .

A promotional product to be used for marketing or display purposes.

Stage set or backdrop for indoor or outdoor community music events .

Part 3: How will your final response meet the needs of the client?

(30 minutes approximately)

Im taken white t shilt piint diffent couler and put logo and Design or printer pic and wite adout music day and making picter on book making some [sp] and use images or language appropriate for the audience.

Music can have a positive impact on our mental health and can bring diverse groups of people together.

This is my final ideas

(Total for Activity 2 = 12 marks)

Assessment Objective 1: (*Project Development*)

Project development

	0	1-4	5-9	10-14	15-18
No rewardable material		<ul style="list-style-type: none"> Limited use of research and exploration within development Limited review and refinement of work throughout, linked to the client brief Limited application of the development process 	<ul style="list-style-type: none"> Inconsistent use of research and exploration within development Generally appropriate review and refinement of work throughout, linked to the client brief Generally appropriate approach to the development process has been applied 	<ul style="list-style-type: none"> Competent use of research and exploration within development Competent review and refinement of work throughout, linked to the client brief Competent approach to the development process has been applied 	<ul style="list-style-type: none"> Confident use of research and exploration within development Confident review and refinement of work throughout, linked to the client brief Effective approach to the development process has been applied

Lead Examiner Commentary

Mark: 1

The learner achieves a mark for providing some research in the form of collected images to create a mood board. However, there is very little evidence of this research informing the learner's own practical work – the learner has not taken opportunities to identify techniques and processes within their research that they may be able to use themselves. They have given only **limited** consideration to the client brief. There is very **limited** evidence of any development or review process within the portfolio and this is provided by a design and some very brief annotation. There is sufficient evidence to award a mark for this Assessment Objective, but it is very **limited** in nature, and so this learner can only be placed at the bottom of mark band 1.

Tips (optional)

Visual research such as the mood boards here can be annotated to strengthen the mark awarded in this AO – learners could be encouraged to communicate their research findings using a combination of text and image. Closer attention to the client brief is also helpful in the early stages of the task, allowing learners to make links and maintain focus as they develop their work.

Assessment Objective 2: (*Development Review*)

Development review

	0	1-3	4-6	7-9	10-12
No rewardable material		<ul style="list-style-type: none"> Limited description of intentions for the final response Ideas for response are tentatively informed by research and exploration Limited consideration of the needs of the client brief 	<ul style="list-style-type: none"> Basic description of intentions for final response Ideas for response are partially informed by research and exploration Basic consideration of the needs of the client brief 	<ul style="list-style-type: none"> Competent description of intentions for final response Ideas for response are competently informed by research and exploration Competent consideration of the needs of the client brief 	<ul style="list-style-type: none"> Detailed description of intentions for final response Ideas for response are effectively informed by research and exploration Effective consideration of the needs of the client brief

Lead Examiner Commentary

Mark: 1

The development review provides a very **limited** description of the learner's intentions and makes only vague reference to how the idea has been informed by research, or how it meets the requirements of the brief. The level of detail provided within the Development Review is minimal. As with AO1, there is some work here which would support a mark being awarded, but the evidence is so **limited** in terms of description of intentions, response to research and considerations of the client brief that it would only achieve a mark of 1.

Tips (optional)

The development review provides an opportunity for learners to articulate information that they have not included in their practical portfolio. It is a valuable chance for learners to provide evidence of their thoughts and intentions as they consider the requirements of the brief, as well as reflecting on the practical development they complete. A well detailed development review can go a significant way to supporting practical work.

Assessment Objective 3: (*Final Response*)

Final response

0	1–4	5–9	10–14	15–18
No rewardable material	<ul style="list-style-type: none"> • The final response tentatively meets the context and the requirements of the brief • Limited use of practical art and design skills to produce an underdeveloped final response • Final response demonstrates a limited interpretation of the brief 	<ul style="list-style-type: none"> • The final response partially meets the context and the requirements of the brief • Basic use of appropriate practical art and design skills to produce a partially developed final response • Final response demonstrates a basic interpretation of the brief 	<ul style="list-style-type: none"> • The final response mostly meets the context and the requirements of the brief • Competent use of appropriate practical art and design skills to produce an adequate final response • Final response demonstrates a competent interpretation of the brief 	<ul style="list-style-type: none"> • The final response fully meets the context and the requirements of the brief • Confident use of appropriate practical art and design skills to produce an effective response • Final response demonstrates a thoughtful interpretation of the brief

Lead Examiner Commentary

Mark: 2

The final response **tentatively** meets the context of the brief and demonstrates **limited** use of practical skills. The learner has explored a very **limited** range of ideas and possibilities before deciding to produce a T shirt design. The design itself demonstrates a **limited interpretation** of the brief and it is unclear where the idea originated. There are no links made to any of the research completed. The learner has not provided any evidence of them having reviewed and refined their design and so the evidence of development is very minimal. For instance, there is nothing to evidence their decision-making regarding use of colour. They describe some of their design decisions, but in a very **limited** way and this does not really add value. The evidence provided within the portfolio of the learner's own practical work is again very **limited**. There is slightly more work to credit in terms of this AO, and overall, the learner is towards the bottom of mark band 1.

Tips (optional)

This particular learner has provided minimal evidence of a final response, and this is something to consider when learners select the work for their portfolios. Depending on the nature of the outcome, presentation can be of benefit to the learners. In the case of a sculpture or 3D object for instance, effective photography can really improve the communication of the final response. In the case of 2D work, learners should make sure that it is clear which image is the actual outcome and could support this further with relevant annotation where appropriate.

Assessment Objective 4: (Client Portfolio)

Client portfolio

0	1-3	4-6	7-9	10-12
No rewardable material	<ul style="list-style-type: none"> Tentative visual and written communication of development and final response Presentation demonstrates limited use of structure, layout, organisation and style for a client 	<ul style="list-style-type: none"> Basic visual and written communication of development and final response Presentation demonstrates basic use of structure, layout, organisation and style for a client 	<ul style="list-style-type: none"> Coherent visual and written communication of development and final response Presentation demonstrates competent use of structure, layout, organisation and style for a client 	<ul style="list-style-type: none"> Effective visual and written communication of development and final response Presentation demonstrates effective use of structure, layout, organisation and style for a client

Lead Examiner Commentary

Mark: 1

The portfolio demonstrates **tentative** visual and written communication. The portfolio itself is brief and provides little evidence of the learner's creative process. The presentation, organisation and layout of the portfolio demonstrates very **limited** understanding of the needs of the client, and it is difficult to follow the development of the work. As with AOs 1 and 2, there is a small amount of rewardable work here, but it is so **limited** that the learner would once again be placed at the bottom of mark band 1.

Tips (optional)

When selecting work for their client portfolio learners have a valuable opportunity to document their creative journey. Selecting the right images (and annotation if relevant and informative) demonstrates the learner's understanding of their client brief and of their response. Learners should be encouraged to present their work effectively, considering the design and presentation of the portfolio in addition to the content.